

# **Corrective Action Requirements for Milwaukee Public Schools District in Need of Improvement**

**2012-2013**



**Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin**

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# Statement of Legislative Authority

Under federal Title I law, the State Superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP).

The State Superintendent must take corrective action with respect to any school district that fails to make AYP for four consecutive years. Milwaukee Public Schools (MPS) first missed AYP in 2004-2005 and first became subject to corrective action in 2008-2009. In 2010, the Wisconsin legislature strengthened the State Superintendent's authority to intervene to improve MPS.

Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct MPS to do any or all of the following:

- a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
  - (1) Employing a standard, consistent, research-based curriculum throughout the district;
  - (2) Using student achievement data to differentiate instruction;
  - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
  - (4) Providing additional learning time.
- b. Implement or modify a new instructional design;
- c. Implement professional development programs that focus on improving student achievement;
- d. Implement changes in administrative and personnel structures;
- e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
- f. Create school improvement councils in the persistently lowest performing schools.

The State Superintendent accordingly directs the MPS to complete corrective action requirements that follow.

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# Introduction

The Department of Public Instruction (DPI) enforces the *Corrective Action Requirements for Milwaukee Public Schools District Identified in Need of Improvement 2012-2013* (CAR) under federal and state legislative authority. DPI is required by the Elementary and Secondary Education Act (ESEA) to identify Title I schools and districts that require improvement. Milwaukee Public Schools (MPS) is a district that has not met the federal ESEA requirements and therefore, has been designated as a district identified for improvement (DIFI). All MPS schools, which include contracted sites (charter and partnership), are held accountable to the CAR.

The CAR's overall objective is to have all MPS students achieve at the proficient and advanced levels academically. The CAR contains the following three sections that will focus the district's work toward meeting this objective:

1. Ensuring highly qualified teachers and leaders are in every classroom and in every school;
2. Improving student performance: Implementing a Successful Response to Intervention System (System of Early Intervening Services); and
3. Ensuring accountability at the district, school, and student levels.

The CAR was developed with a multiyear perspective that recognizes improving learning for MPS students is an ongoing effort. The DPI will work collaboratively with MPS as it implements these corrective action requirements. Each section of the CAR has School Year goals identified for the 2012-2013 school year. To better ensure the district meets these School Year goals, the CAR goals have been divided into quarterly indicators with the stated evidence submitted to the department by the date specified. These quarters are divided into the following time periods:

Quarter 1: July 1, 2012 – September 30, 2012  
Quarter 2: October 1, 2012 - December 31, 2012  
Quarter 3: January 1, 2013 – March 31, 2013  
Quarter 4: April 1, 2013 – June 15, 2013

The CAR will continue to emphasize the district and school improvement efforts that have been put in place under previous corrective action requirements and will focus on the impact that these improvement efforts are having on student achievement at the district and school levels. As required under previous Corrective Action Requirements, the district has developed key documents, i.e., Comprehensive Literacy Plan, Comprehensive Math and Science Plan, and the Response to Intervention Handbook. These documents provide MPS educators with the guidance they need to move forward in improving instruction in classrooms and positively impacting student achievement.

The current CAR differs from previous requirements because of the attention placed on Priority and Focus schools. Under the DPI's recently submitted ESEA waiver, the DPI has identified Priority and Focus schools, which are schools with poor academic student achievement data. Priority schools are five percent of the state's Title I schools with the lowest absolute combined achievement in reading and mathematics. Focus schools are the ten percent of the state's Title I schools with the lowest subgroup performance or greatest subgroup gaps in reading and mathematics achievement or graduation.

The 2012-2013 CAR will encourage MPS to use their district, region, and school level data to determine areas of success and areas in which the district needs to focus attention and resources. DPI will work collaboratively with MPS staff using a problem solving approach to clearly understand the student and program data, and identify strategies to move forward.

# Summary of the 2012-2013 Corrective Action Requirements

**Table 1.** *Summary of the 2012 – 2013 Corrective Action Requirements*

Section	Multiyear Goal(s)	School Year Goals
<b>Section I:</b> Ensuring Highly Qualified Teachers and Leaders are in Every Classroom and in Every School.	<ul style="list-style-type: none"> <li>• Ensure 100% of MPS teachers have teaching assignments that match their license(s).</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure 100% of classrooms in Priority and Focus schools (identified using the U.S. Department of Education federally approved formulas) are fully staffed with highly qualified teachers (HQT) prior to the start of the beginning of each semester and remain fully staffed with HQT throughout the school year.</li> <li>2. Ensure 100% of coaching positions [i.e., math, literacy, Positive Behavior Intervention and Supports (PBIS)] are identified and filled prior to the start of each semester and remain fully staffed throughout the school year.</li> <li>3. Ensure highly qualified teachers and leaders are in every classroom and in every school.</li> </ol>

Section	Multiyear Goal(s)	School Year Goals
<p><b>Section 2:</b> Improving Student Performance: Implementing a Successful Response to Intervention System.</p>	<ul style="list-style-type: none"> <li>• Increase student achievement in reading and mathematics demonstrated by using multiple measures that indicate positive student growth for each subgroup of students.</li> <li>• Implement the district's Rtl system that includes: <ul style="list-style-type: none"> <li>➤ scientific, research-based instructional delivery,</li> <li>➤ differentiated instruction,</li> <li>➤ curricula and instructional materials aligned to Common Core State Standards,</li> <li>➤ scientific, research-based classroom management,</li> <li>➤ system of behavioral support,</li> <li>➤ reliable and valid universal screening of reading for all students,</li> <li>➤ reliable and valid universal screening of mathematics for all students,</li> <li>➤ reliable and valid universal screening for behavior,</li> <li>➤ effective school leadership that supports instructional decisions based on data,</li> <li>➤ system of instructional support (professional development),</li> <li>➤ system of classroom observations to determine integrity of implementation,</li> <li>➤ plans of rapid compliance for instructional staff who have not met minimal criteria, and</li> <li>➤ parental/family and community involvement.</li> </ul> </li> <li>• Implement the Comprehensive Literacy Plan (CLP), Comprehensive Math Plan (CMP), and Positive Behavior Intervention and Supports (PBIS) system in all schools.</li> <li>• Use universal screening data in all schools of at least 95% of K-12 students on reading, mathematics, and behavior conducted at least three times during the 2012-13 school year to determine levels of need and progress in performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase in student performance in reading, mathematics, and behavior.</li> <li>2. Implement Rtl Tier 1 and Tier 2 systems for reading, mathematics, and behavior in all schools.</li> <li>3. Implement Rtl Tier 3 system for reading and mathematics in all K-8 schools.</li> </ol>

Section	Multiyear Goals	School Year Goal(s)
<b>Section 3:</b> Ensuring Accountability at the District, School, and Student Levels.	<ul style="list-style-type: none"> <li>• Ensure a consistent, transparent, and high quality system of accountability in MPS for school improvement and teacher quality.</li> <li>• Maximize resources to improve student outcomes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the district's Regional System of Support and Accountability to ensure that all schools are making progress.</li> <li>2. Monitor the implementation of Corrective Action Requirements in all schools district-wide.</li> <li>3. Identify priority funding areas before the start of the school year and update quarterly.</li> <li>4. Maintain regular and ongoing communication with DPI.</li> </ol>

# Section 1: Ensuring Highly Qualified Teachers and Leaders are in Every Classroom and in Every School

School Year Goal(s)		
<ol style="list-style-type: none"> <li>1. Ensure 100% of classrooms in Priority and Focus schools (identified using the U.S. Department of Education federally approved formulas) are fully staffed with highly qualified teachers (HQT) prior to the start of the beginning of each semester and remain fully staffed with HQT throughout the school year.</li> <li>2. Ensure 100% of coaching positions [i.e., math, literacy, Positive Behavior Intervention Supports (PBIS)] are identified and filled prior to the start of each semester and remain fully staffed throughout the school year.</li> <li>3. Ensure highly qualified teachers and leaders are in every classroom and in every school.</li> </ol>		
Quarterly Indicator		Evidence
Q1	<ul style="list-style-type: none"> <li>• Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S1A-Meet with DPI staff by September 30, 2012, in an Mstat session to discuss data and create action steps (using <i>Quarter 1 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Ensure 100% of coaching positions are identified and fully staffed prior to the start of each semester and remain fully staffed throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S1B-Submit an electronic copy by September 30, 2012, of a spreadsheet by region that includes the names of each coach, the school in which they work, and any unfilled coaching positions on the first day of the first semester.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Ensure 100% of classrooms in Priority and Focus schools are fully staffed with highly qualified teachers (HQT) prior to the start of the beginning of each semester and remain fully staffed with HQT throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S1C-Submit an electronic copy by September 30, 2012, of a spreadsheet by region that includes the name of all Priority and Focus schools, the total number of teaching positions in each school, and the number of teacher vacancies-by type of vacancy for middle and high schools, in each school on the first day of the first semester.</li> </ul>

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S1A-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using <i>Quarter 2 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S1A-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using <i>Quarter 3 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure 100% of coaching positions are identified and fully staffed prior to the start of each semester and remain fully staffed throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S1B-Submit an electronic copy by March 31, 2013, of a spreadsheet by region that includes the names of each coach, the school in which they work, and any unfilled coaching positions on the first day of the second semester.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure 100% of classrooms in Priority and Focus schools are fully staffed with highly qualified teachers (HQT) prior to the start of the beginning of each semester and remain fully staffed with HQT throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S1C-Submit an electronic copy by March 31, 2013, of a spreadsheet by region that includes the name of all Priority and Focus schools, the total number of teaching positions in each school, and the number of teacher vacancies-by type of vacancy for middle and high schools in each school on the first day of the second semester.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S1A-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using <i>Quarter 4 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>

## Section 2: Implementing a Successful Response to Intervention System

School Year Goal(s)		
<ol style="list-style-type: none"> <li>1. Increase in student performance in reading, mathematics, and behavior.</li> <li>2. Implement RtI Tier 1 and Tier 2 systems for reading, mathematics, and behavior in all schools.</li> <li>3. Implement RtI Tier 3 system for reading and mathematics in all K-8 schools.</li> </ol>		
Quarterly Indicator		Evidence
Q1	<ul style="list-style-type: none"> <li>Implement the Comprehensive Literacy Plan (CLP), Comprehensive Mathematics Plan (CMP), and Positive Behavior Intervention and Supports (PBIS) in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S2A-Submit an electronic copy by September 30, 2012, of each alternative compliance plan for schools that have been granted alternative compliance from the CLP, CMP, or PBIS.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Implement district approved, research-based Tier 2 reading, mathematics, and behavior interventions in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S2B-Submit an electronic spreadsheet by September 30, 2012, of all Tier 2 interventions used K-12 for reading, mathematics, and behavior. The evidence must include data by subject and by intervention.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Implement district approved, research-based Tier 3 reading and mathematics interventions in grades K-8.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S2C-Meet with DPI staff by September 30, 2012, to review progress and benchmarks the district is making towards implementing Tier 3 in reading and mathematics in grades K-8.</li> </ul>

Quarterly Indicator	Evidence
<p>Q1</p> <ul style="list-style-type: none"> <li>• Increase in student performance in reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S2D-Submit an electronic report by September 30, 2012, that summarizes the analysis of the universal screening data for academics from the third testing window of 2011-2012. This data will be used as the baseline for the district to show an increase in student performance. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-percentage of all students at each projected proficiency level – by district and grade level</li> <li>-percentage of all students at each projected proficiency level by region and school-identifying schools by Priority and Focus status</li> <li>-percentage of all students at each projected proficiency level by grade for each school</li> <li>-MAP Value Added targets: <ul style="list-style-type: none"> <li>- for each school</li> <li>- by grade for each school.</li> </ul> </li> </ul> </li> <li>• 12-13Q1S2E-Submit an electronic copy by September 30, 2012, of a report that summarizes the analysis of the universal screening data for behavior from the third window of 2011-2012. This data will be used as the baseline for the district to show an increase in student performance. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-district level data</li> <li>-grade level data</li> <li>-regional level data</li> <li>-school level data-identifying schools by Priority and Focus status</li> <li>-grade level data for each school.</li> </ul> </li> </ul>
<p>Q1</p> <ul style="list-style-type: none"> <li>• Use progress monitoring tools to measure response to Tiered interventions in reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S2F-Submit an electronic spreadsheet by September 30, 2012, of the tools to be used for progress monitoring for reading, mathematics, and behavior.</li> </ul>
<p>Q1</p> <ul style="list-style-type: none"> <li>• Provide professional development to teachers focused on RtI, CLP, CMP, and PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S2G-Submit an electronic copy by September 30, 2012, of the district's plan for providing professional development (PD) focused on RtI, CLP, CMP, and PBIS. Evidence must include: <ul style="list-style-type: none"> <li>-description of PD vision</li> <li>-summary of needs assessment conducted to determine</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
		PD needs -year long timeline -description of what PD will be offered (including who the audience is) by each office/department -evaluation tool/s to be used to determine effectiveness of PD.
Q2	<ul style="list-style-type: none"> <li>Implement the CLP, CMP, and PBIS in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S2A-Submit an electronic report by December 31, 2012, of implementation integrity data based on the Tier 1 reading and mathematics Fidelity of Implementation (FOI) tools and Self-Assessment Survey (SAS). Data are required from at least 5% of all schools and 20% of classrooms. These schools will be selected by the DPI from the list of Priority and Focus schools. This report must include the overall score/percent for reading, mathematics, and behavior:               <ul style="list-style-type: none"> <li>by aggregate for the sample schools</li> <li>by school.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Conduct universal screening for reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S2B-Submit an electronic spreadsheet by December 31, 2012, that includes universal screening data for Priority and Focus schools by region, by grade, by student ID, using data from the first screening window for reading, mathematics, and behavior of the following:               <ul style="list-style-type: none"> <li>dates of the screening or testing window</li> <li>measures used</li> <li>scores/data for all students</li> <li>tier of support provided for each student in reading, mathematics, and behavior</li> <li>daily attendance</li> <li>behavior/office referrals</li> <li>in-school suspension</li> <li>out-of-school suspension</li> <li>retention</li> <li>truancy</li> <li>expulsion</li> <li>MPS developed and identified report, designed to identify irregularities in attendance patterns following a behavior/office referral that will allow for comprehensive investigation and action to correct any issues that arise.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>Increase in student performance in reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S2C-Submit an electronic report by December 31, 2012, that summarizes the analysis of the universal screening data for academics for all schools from the first testing window of the 2012-2013 school year. The report must include:               <ul style="list-style-type: none"> <li>narrative of analysis</li> <li>percentage of all students at each projected proficiency</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
		<p>level by district and grade level</p> <ul style="list-style-type: none"> <li>-percentage of all students at each projected proficiency level by region and school-identifying schools by Priority and Focus status</li> <li>-percentage of all students at each projected proficiency level by grade for each school</li> <li>-MAP Value Added targets: <ul style="list-style-type: none"> <li>- for each school</li> <li>- by grade for each school.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 12-13Q2S2D-Submit an electronic report by December 31, 2012, that summarizes the analysis of the universal screening data for behavior for all schools from the first window of the 2012-2013 school year. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-district level data</li> <li>-grade level data</li> <li>-regional level data</li> <li>-school level data-identifying schools by Priority and Focus status</li> <li>-grade level data for each school.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Use the universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading, mathematics, and behavior in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2E-Submit an electronic copy by December 31, 2012, of a sample of 5% of all schools selected by DPI that provides evidence that the universal screening data for reading, mathematics, and behavior were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention. The schools will be selected from the list of Priority and Focus schools.</li> </ul> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>-ClasStat Meeting Minute Template notes for the sample schools</li> <li>-a sample report of reading data provided to teachers to determine need for reading intervention</li> <li>-a sample report of mathematics data provided to teachers to determine need for mathematics intervention</li> <li>-a sample report of behavior data provided to teachers to determine need for behavior intervention.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Use progress monitoring tools to measure response to Tiered interventions in reading,</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2F-Submit an electronic report by December 31, 2012, that summarizes the analysis of the progress monitoring data in reading, mathematics and behavior for Priority and Focus schools. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-spreadsheet containing:</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
	mathematics, and behavior.	<ul style="list-style-type: none"> <li>-student ID</li> <li>-interventions for reading, mathematics, and behavior</li> <li>-intervention beginning and ending dates</li> <li>-name of the progress monitoring measure</li> <li>-progress monitoring dates</li> <li>-all progress monitoring scores.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Provide professional development to teachers focused on RtI, CLP, CMP, and PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2G-Submit an electronic spreadsheet by December 31, 2012, by school-identifying schools by Priority and Focus status, by teacher, and by title of the professional development received focused on RtI, CLP, CMP, and PBIS.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Provide training at schools and resources to parents that will help them understand what RtI is and how they can understand their child's universal screening data.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2H-Submit an electronic copy by December 31, 2012, of a sample of 5% of all schools selected by DPI that provides evidence of parent training in schools that demonstrates the efforts of school personnel to train parents on the CLP, CMP, and PBIS within the RtI framework. The schools will be selected from the list of Priority and Focus schools. Evidence must include: <ul style="list-style-type: none"> <li>-agendas of trainings for the sample schools.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Implement district approved, research-based Tier 2 reading, mathematics, and behavior interventions in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2I-Submit an electronic report by December 31, 2012, of Tier 2 intervention implementation integrity data based on Tier 2 reading and mathematics FOI tools and the School-wide Evaluation Tool (SET). Data are required from 5% of all schools and 20% of classrooms. These schools will be selected by the DPI from the list of Priority and Focus schools. This report must include the overall score/percent for reading, mathematics, and behavior: <ul style="list-style-type: none"> <li>– by aggregate for the sample schools</li> <li>– by school.</li> </ul> </li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Prepare to implement Tier 3 for grades 9-12 in reading, mathematics, and behavior including interventions and progress monitoring tools in 2013-2014.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q2S2J-Meet with DPI staff by December 31, 2012, to review progress and benchmarks the district is making towards implementing Tier 3 in reading and mathematics in grades 9-12.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>• Conduct universal screening for reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q3S2A-Submit an electronic spreadsheet by March 31, 2012, that includes universal screening data for Priority and Focus schools by region, by grade, by student ID, using data from the second screening window for reading, mathematics, and behavior of the following:</li> </ul>

Quarterly Indicator	Evidence
	<ul style="list-style-type: none"> <li>– dates of the screening or testing window</li> <li>– measures used</li> <li>– scores/data for all students</li> <li>– tier of support provided for each student in reading, mathematics, and behavior</li> <li>– daily attendance</li> <li>– behavior/office referrals</li> <li>– in-school suspension</li> <li>– out-of-school suspension</li> <li>– retention</li> <li>– truancy</li> <li>– expulsion</li> <li>– MPS developed and identified report, designed to identify irregularities in attendance patterns following a behavior/office referral that will allow for comprehensive investigation and action to correct any issues that arise.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>• Increase in student performance in reading, mathematics, and behavior.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 12-13Q3S2B-Submit an electronic report by March 31 2013, that summarizes the analysis of the universal screening data for academics for all schools from the second testing window of the 2012-2013 school year. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-percentage of all students at each projected proficiency level by district and grade level</li> <li>-percentage of all students at each projected proficiency level by region and school-identifying schools by Priority and Focus status</li> <li>-percentage of all students at each projected proficiency level by grade for each school</li> <li>-MAP Value Added targets: <ul style="list-style-type: none"> <li>- for each school</li> <li>- by grade for each school.</li> </ul> </li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 12-13Q3S2C-Submit an electronic report by March 31, 2013, that summarizes the analysis of the universal screening data for behavior for all schools from the second window of the 2012-2013 school year. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-district level data</li> <li>-grade level data</li> <li>-regional level data</li> <li>-school level data-identifying schools by Priority and</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
		<p>Focus status</p> <p>-grade level data for each school.</p>
Q3	<ul style="list-style-type: none"> <li>Use the universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading, mathematics, and behavior in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S2D-Submit an electronic copy by March 31, 2013, of a sample of 5% of all schools selected by DPI that provides evidence that the universal screening data for reading, mathematics, and behavior were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention. The schools will be selected from the list of Priority and Focus schools.</li> </ul> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>-ClasStat Meeting Minute Template notes for the sample schools</li> <li>-a sample report of reading data provided to teachers to determine need for reading intervention</li> <li>-a sample report of mathematics data provided to teachers to determine need for mathematics intervention</li> <li>-a sample report of behavior data provided to teachers to determine need for behavior intervention.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Implement district approved, research-based Tier 3 reading and mathematics interventions in grades K-8.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S2E-Meet with DPI staff by March 31, 2013, to review progress and benchmarks the district is making towards implementing Tier 3 in reading and mathematics in grades K-8.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Implement the CLP, CMP, and PBIS in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2A-Submit an electronic report by June 15, 2013, of implementation integrity data based on the Tier 1 reading and mathematics Fidelity of Implementation (FOI) tools and the Benchmarks of Quality (BoQ). Data are required from 5% of all schools and 20% of classrooms. These schools will be selected by the DPI from the list of Priority and Focus schools. This report must include the overall score/percent for reading, mathematics, and behavior: <ul style="list-style-type: none"> <li>– by aggregate for the sample schools</li> <li>– by school.</li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Conduct universal screening for reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2B-Submit an electronic spreadsheet by June 15, 2013, that includes universal screening data for Priority and Focus schools by region, by grade, by student ID, using data from the third screening window for reading, mathematics, and behavior of the following: <ul style="list-style-type: none"> <li>– dates of the screening or testing window</li> <li>– measures used</li> <li>– scores/data for all students</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>– tier of support provided for each student in reading, mathematics, and behavior</li> <li>– daily attendance</li> <li>– behavior/office referrals</li> <li>– in-school suspension</li> <li>– out-of-school suspension</li> <li>– retention</li> <li>– truancy</li> <li>– expulsion</li> <li>– MPS developed and identified report, designed to identify irregularities in attendance patterns following a behavior/office referral that will allow for comprehensive investigation and action to correct any issues that arise.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• Increase in student performance in reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q4S2C-Submit an electronic report by June 15, 2013, that summarizes the analysis of the universal screening data for academics for all schools from the third testing window of the 2012-2013 school year. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-percentage of all students at each projected proficiency level by district and grade level</li> <li>-percentage of all students at each projected proficiency level by region and school-identifying schools by Priority and Focus status</li> <li>-percentage of all students at each projected proficiency level by grade for each school</li> <li>-MAP Value Added targets: <ul style="list-style-type: none"> <li>- for each school</li> <li>- by grade for each school.</li> </ul> </li> </ul> </li> <li>• 12-13Q4S2D-Submit an electronic report by June 15, 2013, that summarizes the analysis of the universal screening data for behavior for all schools from the third window of the 2012-2013 school year. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>- district level data</li> <li>-grade level data</li> <li>-regional level data</li> <li>-school level data-identifying schools by Priority and Focus status</li> <li>-grade level data for each school.</li> </ul> </li> </ul>

Quarterly Indicator	Evidence
<p>Q4</p> <ul style="list-style-type: none"> <li>• Use the universal screening data with district designated decision rules as part of the district's ClasStat process to inform teachers of students' needs in reading, mathematics, and behavior in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q4S2E-Submit an electronic copy by June 15, 2013, of a sample of 5% of all schools selected by DPI that provides evidence that the universal screening data for reading, mathematics, and behavior were reviewed and analyzed by school using district-wide cut-scores for each grade and that students were identified as either making satisfactory progress or in need of intervention. The schools will be selected from the list of Priority and Focus schools. Evidence must include: <ul style="list-style-type: none"> <li>-ClasStat Meeting Minute Template notes for the sample schools</li> <li>-a sample report of reading data provided to teachers to determine need for reading intervention</li> <li>-a sample report of mathematics data provided to teachers to determine need for mathematics intervention</li> <li>-a sample report of behavior data provided to teachers to determine need for behavior intervention.</li> </ul> </li> </ul>
<p>Q4</p> <ul style="list-style-type: none"> <li>• Use progress monitoring tools to measure response to Tiered interventions in reading, mathematics, and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q4S2F-Submit an electronic report by June 15, 2013, that summarizes the analysis of the progress monitoring data in reading, mathematics and behavior for Priority and Focus schools. The report must include: <ul style="list-style-type: none"> <li>-narrative of analysis</li> <li>-spreadsheet containing: <ul style="list-style-type: none"> <li>-student ID</li> <li>-interventions for reading, mathematics, and behavior</li> <li>-intervention beginning and ending dates</li> <li>-name of the progress monitoring measure</li> <li>-progress monitoring dates</li> <li>-all progress monitoring scores.</li> </ul> </li> </ul> </li> </ul>
<p>Q4</p> <ul style="list-style-type: none"> <li>• Provide professional development to teachers focused on RtI, CLP, CMP, and PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q4S2G-Submit an electronic spreadsheet by June 15, 2013, by school-identifying schools by Priority and Focus status, by teacher, and by title of the professional development received focused on RtI, CLP, CMP, and PBIS.</li> </ul>
<p>Q4</p> <ul style="list-style-type: none"> <li>• Provide training at schools and resources to parents that will help them understand what RtI is and how they can understand their child's universal screening data.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q4S2H-Submit an electronic copy by June 15, 2013, of a sample of 5% of all schools selected by DPI that provides evidence of parent training in schools that demonstrates the efforts of school personnel to train parents on the CLP, CMP, and PBIS within the RtI framework. The schools will be selected from the list of Priority and Focus schools. Evidence must include: <ul style="list-style-type: none"> <li>-agendas of trainings for the sample schools.</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Implement district approved, research-based Tier 2 reading, mathematics, and behavior interventions in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2I-Submit an electronic report by June 15, 2013, of Tier 2 intervention implementation integrity data based on Tier 2 reading and math FOI tools and the Benchmark for Advanced Tiers (BAT). Data are required from at least 5% of all schools and 20% of classrooms. These schools will be selected by the DPI from the list of Priority and Focus schools.</li> </ul> <p>This report must include the overall score/percent for reading, mathematics, and behavior:</p> <ul style="list-style-type: none"> <li>– by aggregate for the sample schools</li> <li>– by school.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Prepare to implement Tier 3 for grades 9-12 in reading, mathematics, and behavior including interventions and progress monitoring tools in 2013-2014.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2J-Submit an electronic report by June 15, 2013, of a modification to the Rtl Handbook to implement 9-12 progress monitoring that includes: <ul style="list-style-type: none"> <li>– a list of proposed, research-based Tier 3 interventions for specific areas of concerns in reading, mathematics, and behavior for use in grades 9-12</li> <li>– a description of the scientific research developed either by the district or vendors that supports the use of each progress monitoring tool</li> <li>– progress monitoring tools to be used to measure the effectiveness of Tier 3 interventions</li> <li>– number of students identified in grades 9-12 in all buildings that will need Tier 3 interventions in reading by school, by grade, and by student</li> <li>– number of students identified in grades 9-12 in all buildings who will need Tier 3 mathematics interventions in by school, by grade, and by student</li> <li>– number of students identified in grades 9-12 in all buildings who will need Tier 3 behavior interventions in by school, by grade, and by student</li> <li>– the decision rules for student identification, including the cut scores used to identify the need for modifications or movement between tiers</li> <li>– additional training and oversight for teachers who do not meet adequate levels of progress monitoring integrity</li> <li>– a description of the implementation fidelity of the administration of the progress monitoring tool that includes: <ul style="list-style-type: none"> <li>- the implementation integrity measure</li> <li>-procedures for collecting, analyzing, and reporting data on the reliability and validity of the measure</li> <li>- how reliability of the raters will be determined.</li> </ul> </li> </ul> </li> </ul>
Q4	<ul style="list-style-type: none"> <li>Implement district approved, research-</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2K-Meet with DPI staff by June 15, 2013, to review progress and benchmarks the district is making</li> </ul>

Quarterly Indicator		Evidence
	based Tier 3 reading and mathematics interventions in grades K-8.	towards implementing Tier 3 in reading and mathematics in grades K-8.
Q4	<ul style="list-style-type: none"> <li>Identify the training and implementation timeline of Rtl that includes the CLP, CMP, and PBIS by Tier for the 2013-2014 school year (consistent with Table 1).</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S2L-Submit an electronic spreadsheet by June 15, 2013, listing proposed timelines for all schools-identifying schools by Priority and Focus status, specifying the expected phase of training and implementation each school will complete in 2013-2014.</li> </ul>

## Section 3: Ensuring Accountability at the District, School, and Student Levels

School Year Goal		
<ol style="list-style-type: none"> <li>1. Use the district's Regional System of Support and Accountability to ensure that all schools are making progress.</li> <li>2. Monitor the implementation of CAR in all schools district-wide.</li> <li>3. Identify priority funding areas before the start of the school year and update quarterly.</li> <li>4. Maintain regular and ongoing communication with DPI.</li> </ol>		
Quarterly Indicator	Evidence	
Q1	<ul style="list-style-type: none"> <li>• Maintain regular and ongoing communication with the DPI.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S3A-By August, 2012, the MPS Superintendent, MPS Chief Innovation Officer, MPS Manager of District and School Improvement, and other key administrators shall meet with the State Superintendent and DPI administrators to review the district's work plans for implementation of the 2012-2013 CAR, including staffing plans for first semester and defined priority funding areas.</li> </ul>
		<ul style="list-style-type: none"> <li>• 12-13Q1S3B-The MPS Manager of District and School Improvement and key administrators will meet monthly for the 2012-2013 school year with the DPI Director of District and School Improvement and key DPI administrators to monitor implementation of the CAR.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Ensure the district's system of support is fully-staffed throughout the 2012-2013 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S3C-Maintain an Office of District and School Improvement, housed within the Office of the Chief Innovation Officer, the MPS Manager of District and School Improvement, and District Identified for Improvement (DIFI) supervisors throughout the 2012-2013 school year.</li> </ul>
		<ul style="list-style-type: none"> <li>• 12-13Q1S3D-Submit an electronic copy by September 30, 2012, of the district's organization chart that includes key positions and names of staff by region.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>• Ensure the district has implemented the district's system of support and accountability at the district, school, and student levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 12-13Q1S3E-Meet with DPI staff to review progress and benchmarks by September 30, 2012, on the following: <ul style="list-style-type: none"> <li>– regional system of support</li> <li>– implementation integrity checks and routines to improve implementation when measurement indicates that there is a concern</li> <li>– plans of rapid compliance</li> <li>– required CAR evidence.</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
		<ul style="list-style-type: none"> <li>12-13Q1S3F-Submit an electronic description by September 30, 2012, of how the district is using the case management approach to support Priority and Focus schools. Include the implementation schedule for quarters 1 and 2 and the direct supervision of all MPS principals and school leaders to ensure CAR is implemented.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S3G-Meet with DPI staff by September 30, 2012, to review and discuss:               <ul style="list-style-type: none"> <li>– district budget allocations and expenditures</li> <li>– timely submission of quarterly claim</li> <li>– state and federal funding constraints and policies</li> <li>– ongoing efforts to reduce federal carryover in targeted areas (Title I, II, and IDEA)</li> <li>– strategies to maximize available resources.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q1S3H-Meet with DPI staff to submit a timely consolidated ESEA and IDEA application (due August 31, 2012) that adequately and explicitly funds CAR activities.</li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q1S3I-Submit an electronic description by September 30, 2012, of any updates to the defined priority funding areas.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S3J-Meet with DPI staff by September 30, 2012, in an Mstat session to discuss data and create action steps (using <i>Quarter 1 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q1	<ul style="list-style-type: none"> <li>Update all documents that have been required under CAR.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q1S3K-Submit an electronic copy by September 30, 2012, of the CLP, CMP, Rtl Handbook, Fidelity of Implementation (FOI) tools, Case Management Approach, District Organizational Chart, and Plans of Rapid Compliance (PRC) if updates have been made, highlighting the updates or providing an overview/summary of the updates.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Maintain regular and ongoing communication with the DPI</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S3A-By December 31, 2012, the MPS Superintendent, MPS Chief Innovation Officer, MPS Manager of District and School Improvement, and other key administrators shall meet with the State Superintendent and DPI administrators to review the district's implementation of the 2012-2013 CAR.</li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q2S3B-The MPS Manager of District and School Improvement and key administrators will meet monthly for the 2012-2013 school year with the DPI Director of District and School Improvement and key DPI administrators to monitor implementation of the CAR.</li> </ul>

Quarterly Indicator		Evidence
Q2	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S3C-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using Quarter 2 <i>Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Ensure the district has implemented the district's system of support and accountability at the district, school, and student levels.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S3D-Submit an electronic report by December 31, 2012, that documents the district staff's monitoring of schools' progress of implementing Rtl and conducting universal screening. The plans of rapid compliance must include the following: <ul style="list-style-type: none"> <li>school name-identifying schools by Priority and Focus status</li> <li>the quarterly indicators within the CAR not met by a school</li> <li>titles of staff in the school responsible for ensuring the requirements are met</li> <li>a timeline for the requirement to be met</li> <li>the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> <li>the support to be provided to help the school ensure requirements are met.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q2S3E-Submit an electronic copy by December 31, 2012, of the Case Management Approach implementation schedule for quarters 3 and 4.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S3F-Meet with DPI staff by December 31, 2012, to review and discuss: <ul style="list-style-type: none"> <li>district budget allocations and expenditures</li> <li>timely submission of quarterly claim</li> <li>state and federal funding constraints and policies</li> <li>ongoing efforts to reduce federal carryover in targeted areas (Title I, II, and IDEA)</li> <li>strategies to maximize available resources.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q2S3G-Submit an electronic description by December 31, 2012, of any updates to the defined priority funding areas.</li> </ul>
Q2	<ul style="list-style-type: none"> <li>Update all documents that have been required under CAR.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q2S3H-Submit an electronic copy by December 31, 2012, of the CLP, CMP, Rtl Handbook, FOI tools, Case Management Approach, District Organization Chart, and Plans of Rapid Compliance if updates have been made, highlighting the updates or providing an overview/summary of the updates.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Maintain regular and</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S3A-By March 31, 2013, the MPS Superintendent,</li> </ul>

Quarterly Indicator		Evidence
	ongoing communication with the DPI.	<p>MPS Chief Innovation Officer, MPS Manager of District and School Improvement, and other key administrators shall meet with the State Superintendent and DPI administrators to review the district's implementation of the 2012-2013 CAR.</p> <ul style="list-style-type: none"> <li>12-13Q3S3B-The MPS Manager of District and School Improvement and key administrators will meet monthly for the 2012-2013 school year with the DPI Director of District and School Improvement and key DPI administrators to monitor implementation of the CAR.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S3C-Meet with DPI staff by March 31, 2013, to review and discuss: <ul style="list-style-type: none"> <li>district budget allocations and expenditures</li> <li>timely submission of quarterly claim</li> <li>state and federal funding constraints and policies</li> <li>ongoing efforts to reduce federal carryover in targeted areas (Title I, II, and IDEA)</li> <li>strategies to maximize available resources.</li> </ul> </li> <li>12-13Q3S3D-Submit an electronic description by March 31, 2013, of any updates to the defined priority funding areas.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Ensure the district has implemented the district's system of support and accountability at the district, school, and student levels.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S3E-Submit an electronic report by March 31, 2013, that documents the district staff's monitoring of schools' progress of implementing Rtl and conducting universal screening. The plans of rapid compliance must include the following: <ul style="list-style-type: none"> <li>school name-identifying schools by Priority and Focus status</li> <li>the quarterly indicators within the CAR not met by a school</li> <li>titles of staff in the school responsible for ensuring the requirements are met</li> <li>a timeline for the requirement to be met</li> <li>the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> <li>the support to be provided to help the school ensure requirements are met.</li> </ul> </li> </ul>
Q3	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S3F-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using Quarter 3 <i>Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>Update all documents that have</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q3S3G-Submit an electronic copy by March 31, 2013, of the CLP, CMP, Rtl Handbook, FOI tools, Case</li> </ul>

Quarterly Indicator		Evidence
	been required under CAR.	Management Approach, District Organization Chart, and Plans of Rapid Compliance if updates have been made, highlighting the updates or providing an overview/summary of the updates.
Q4	<ul style="list-style-type: none"> <li>Maintain regular and ongoing communication with the DPI.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S3A-By June 15, 2013, the MPS Superintendent, MPS Chief Innovation Officer, MPS Manager of District and School Improvement, and other key administrators shall meet with the State Superintendent and DPI administrators to review the district's implementation of the 2012-2013 CAR.</li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q4S3B-The MPS Manager of District and School Improvement and key administrators will meet monthly for the 2012-2013 school year with the DPI Director of District and School Improvement and key DPI administrators to monitor implementation of the CAR.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Ensure that the district maximizes resources to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S3C-Meet with DPI staff by June 15, 2013, to review and discuss: <ul style="list-style-type: none"> <li>district budget allocations and expenditures</li> <li>timely submission of quarterly claim</li> <li>state and federal funding constraints and policies</li> <li>ongoing efforts to reduce federal carryover in targeted areas (Title I, II, and IDEA)</li> <li>strategies to maximize available resources.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>12-13Q4S3D-Submit an electronic description by June 15, 2013, of any updates to the defined priority funding areas.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Ensure the district has implemented the district's system of support and accountability at the district, school, and student levels.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S3E-Submit an electronic report by June 15, 2013, that documents the district staff's monitoring of schools' progress of implementing RtI and conducting universal screening. The plans of rapid compliance must include the following: <ul style="list-style-type: none"> <li>school name-identifying schools by Priority and Focus status</li> <li>the quarterly indicators within the CAR not met by a school</li> <li>titles of staff in the school responsible for ensuring the requirements are met</li> <li>a timeline for the requirement to be met</li> <li>the specific actions that must be taken to demonstrate compliance with the requirements</li> <li>actions, if the requirements continue to go unmet, in subsequent monitoring visits.</li> <li>the support to be provided to help the school ensure requirements are met.</li> </ul> </li> </ul>

Quarterly Indicator		Evidence
Q4	<ul style="list-style-type: none"> <li>Work with the DPI to identify areas of concern and next steps to resolve the concerns.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S3F-Meet with DPI staff within the first month of the quarter in an Mstat session to discuss data and create action steps (using <i>Quarter 4 Mstat Action Guide</i> to be provided to district 1 week before session). Identification of participants will be determined prior to the Mstat session.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>Update all documents that have been required under CAR.</li> </ul>	<ul style="list-style-type: none"> <li>12-13Q4S3G-Submit an electronic copy by June 15, 2013, of the CLP, CMP, Rtl Handbook, FOI tools, Case Management Approach, and Plans of Rapid Compliance if updates have been made, highlighting the updates or providing an overview/summary of the updates.</li> </ul>

# Appendix I: Policies and Procedures

## *Establishment of Corrective Action Requirements (CAR) and Authority for State Superintendent Interventions.*

1. **Federal Corrective Action Authority.** Pursuant to 20 U.S.C § 6316(c)(3), the state superintendent must identify for improvement any school district receiving Title I funds that for two consecutive years fails to make adequate yearly progress (AYP) as defined in the state's plan under 20 U.S.C. § 6311(b)(2).

Pursuant to 20 U.S.C. § 6316(c)(10)(B), the state superintendent must take corrective action, including at least one action specified under 20 U.S.C. § 6316(c)(10)(C), with respect to any school district that fails to make AYP by the end of the second full school year after identification of the district as a district in need of improvement (DIFI) under 20 U.S.C. § 6316(c)(3).

2. **State Superintendent Intervention Authority.** Wis. Stat. §118.42(3)(a) and (b) authorizes the State Superintendent to direct a school district under corrective action to do any or all of the following:
  - a. Implement or modify the required activities under Wis. Stat. §118.42(1)(a) to (d), which include:
    - (1) Employing a standard, consistent, research-based curriculum throughout the district;
    - (2) Using student achievement data to differentiate instruction;
    - (3) Implementing a system of academic and behavioral supports and early interventions for students; and
    - (4) Providing additional learning time.
  - b. Implement or modify a new instructional design;
  - c. Implement professional development programs that focus on improving student achievement;
  - d. Implement changes in administrative and personnel structures;
  - e. Adopt accountability measures to monitor the school district's finances or other interventions directed by the State Superintendent; and/or
  - f. Create school improvement councils in the persistently lowest performing schools.

*Annual Consultation.* Department of Public Instruction staff shall meet with MPS during fourth quarter (April - June) to review the CAR and solicit input on revisions or modifications for the subsequent school year. Efforts will be made to provide CAR revisions in a timely fashion in line with the MPS budgeting process. However, the State Superintendent reserves the right to make plan modifications for the subsequent school year based on the year-end review of MPS's compliance with and implementation of the current year CAR. Additionally, failure to improve student outcomes may necessitate further plan revision.

*Structure of Corrective Action Requirements.*

1. **Sections.** The CAR shall be divided into three sections:
  - a. Ensuring High Quality Teachers and Leaders are in Every School.
  - b. Improving Student Performance: Implementing a Successful Response to Intervention System.
  - c. Ensuring Accountability at the District, School and Student Levels.
2. **Multiyear Goals.** The CAR shall establish multiyear goals that address the structural implementation of the CAR as well as student outcomes. Efforts will be made to align long-term goals with the MPS strategic plan.
3. **School Year Goals.** School Year goals shall be established for each section of the CAR. These requirements must be measurable, verifiable objectives with clearly defined evidentiary requirements.
  - a. MPS' implementation of the goals will be evaluated on a school-year basis, measured from July 2012 to June 2013.
  - b. The State Superintendent may revise the School Year goals or reissue the CAR with modifications for subsequent schools years. Efforts will be made to ensure MPS is given adequate notice of revisions or changes for subsequent school years.
4. **Quarterly Indicators.** MPS progress on the CAR will be assessed quarterly in order to ensure a timely and faithful execution of the plan. The State Superintendent will provide MPS with a quarterly report that includes on track indicators for major items.
  - a. **On Track.** Indicates that MPS has provided the necessary evidence to document the successful completion of all significant requirements of the indicator for that quarter.
  - b. **Behind Schedule.** Indicates that MPS either has not provided some key evidence or was unable to successfully complete all significant elements of the indicator for that quarter.
  - c. **Warning.** Indicates that MPS is significantly behind schedule in implementing key elements of the indicator for that quarter.

Note: Multiple warning indicators, a succession of warning indicators for the same requirement, or a warning indicator for a high priority/time sensitive requirement may result in an enforcement action.

*Evidence.*

1. **Submission.** MPS shall submit evidence that addresses the specific School Year goals and quarterly indicators by the deadline indicated in the CAR. All evidence is to be submitted to the DPI electronically unless otherwise noted.
2. **Approval.** The DPI will review the evidence submitted by MPS to determine whether the evidence submitted satisfies the standards and requirements outlined in the CAR.
  - a. Within one week of the submission, the DPI shall notify MPS either that:
    - (1) The evidence was submitted; or
    - (2) Specific pieces of evidence were not submitted, were insufficient, or were incomplete.
  - b. Upon notification of inadequate evidence, MPS shall have one week to resubmit adequate evidence.
3. **Request for Extension.** If MPS is unable to produce the necessary evidence by the prescribed deadline, then it may request an extension.
  - a. Extensions must be requested at least one week in advance of a submission or resubmission deadline.
  - b. Extensions may not exceed five days, unless extraordinary circumstances are demonstrated.
  - c. Extensions will be considered on a case-by-case basis and may be granted in part or in full.
  - d. The granting of an extension is at the sole discretion of the State Superintendent or his designee.
4. **Enforcement.** Failure to submit evidence by a deadline without an extension may trigger an enforcement action as necessary.

*Enforcement Provisions.*

1. **Defer or reduce federal Title I funds.**
  - a. Authority. Under Wis. Stat. §115.28(9) and §16.54(4), 20 U.S.C. §6316(c)(10)(C) and pursuant to 20 U.S.C. § 6316(c)(10)(A), the State Superintendent may defer programmatic funds or reduce administrative funds to a district in corrective action.

- b. Enforcement Action(s). As is necessary to enforce the corrective action requirements, the State Superintendent may:
  - (3) Reduce some or all Title I administrative funds. Any funds that are reduced shall be reallocated to other districts per federal guidelines; or
  - (4) Defer some or all Title I administrative or programmatic funds. The DPI shall not pay claims on funds that have been deferred until the State Superintendent finds the district in compliance. Deferred funds may be carried over from one year to the next, per federal guidelines;

Enforcement action(s) are at the sole discretion of the State Superintendent.

## **2. Withhold state aid.**

- a. Authority. Under Wis. Stat. §121.006(2)(d), the State Superintendent may withhold state aid from any district that does not comply with a directive issued by the State Superintendent under Wis. Stat. §118.42(3)(a) or (b).
- b. Appeal. If the State Superintendent withholds state aid from a school district, the school board may request a hearing under Wis. Stat. §227.42.
- c. Special permission from Department of Administration (DOA) is required to carry over withheld state aid from one year to the next. In general, funds not released to the district under this section would lapse at the end of the fiscal year.

## **Appendix II: Response to Intervention (RtI) Tiers and Implementation Timeline**

In RtI, students will be provided additional support using a tiered approach.

Tier 1: Universal core curriculum instruction and practices ALL students receive. At any given time, 80% or more of the students demonstrate sufficient progress through core academic and behavioral instruction and/or practices. Classroom teachers provide tier 1 instruction for academics and behavioral supports. Parents and Community partners participate on various school and district committees and receive training in content areas.

Tier 2: Intervention coupled with ongoing progress monitoring provided to students needing additional acceleration or enrichment in academics and behaviors. Tier 2 academic interventions are provided in addition to core instruction. Interventions are typically provided by classroom or intervention teachers. Tier 2 behavioral (PBIS) interventions are typically provided by but not limited to school support staff including; School Psychologists, School Social Workers and/or School Guidance Counselors. The goal is to have no more than 15% of students needing tier 2 supports in academics and/or behavior at any given time. Parents and community partners receive training on tiered interventions and participate in various academic and behavioral support groups.

Tier 3: Rigorous interventions, replacement or additional curriculum and/or instructional and behavioral strategies provided to students requiring an individualized plan of action. Tier 3 interventions target students with significant skill deficits in specific academic and behavioral areas and eventually students demonstrating giftedness in specific areas. The goal is to have at any given time, no more than 5% of students needing tier 3 supports in academics and/or behavior. Tier 3 interventions are typically managed by specialist teams, such as the Collaborative Support Team (CST), Case Manager, or IEP Team, and overtime, MPS will include gifted and talented Tier 3 services as the tiered levels of support becomes embedded in the district's practice. Parents and when appropriate community partners participate in developing academic and behavioral plans at the individual student level.

**Table 1.** *Implementation Timeline for Rtl: Academics and Behavior*

<b>Implementation Year</b>	<b>Grades K-8</b>		<b>Grades 9-12</b>	
	Academics	Behavior	Academics	Behavior
2009-10	Universal Screening	Universal Screening	-----	Universal Screening
2010-2011	Tier 1	Train Tier 1	Universal Screening	Train Tier 1
2011-2012	Tier 2	Tier 1	Tier 1	Tier 1
2012-2013	Tier 3	Tier 2	Tier 2	Tier 2
2013-2014	-----	Tier 3	Tier 3	Tier 3